

**Strategic Subject Development Plan 2024- 2025**

**Priority Area:** Religious Education (R.E.)

**Subject Lead:** Kerry Bowie

**Accountability and monitoring of this plan lies with subject lead, who will report to the SLT and Governors, termly.**

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| **Action** | **Who**  | **Resources (CPD/Time)****cost** | **Success Criteria** | **Time scale** |
| **Key Objective 1:** To ensure that the assessment is recorded and placed on insight termly and reflects the changes of the new syllabus.  |
| * + KB to make sure teachers are happy with assessment at the end of each term
	+ To make sure RE assessments are on insight termly.
	+ To make sure the assessments match with the yearly overview.
	+ To share the pupil voice in RE and make sure teachers discuss it with children.
	+ Diversity Ambassadors to meet with children to discuss learning. To great any visitors connected to RE.
 |  KB  | Insight | * The school assessment will reflect the school scheme of work
 | End of each Term |
| **Key Objective 2:** To ensure that the new/updated syllabus (2024) and scheme of work has becoming embedded throughout the school. |
| * + Children’s work to be looked at to make sure the school's scheme of work is being followed.
	+ Lesson observations to take place to ensure the schools scheme of work is being followed.
	+ Support to be provided to staff who would like support or who need guidance.
	+ Ensure class teaches know where to find RE planning and subject knowledge overviews.
 | Class Teachers, KB and SLT | Books or folders | * The school scheme of work will be being taught with priority and fidelity in all classrooms.
* All children will have access to the learning designed for their related age group to allow for no gaps in learning
 | ON GOING |
| **Key Objective 3:** To ensure that quality teaching of R.E. is being delivered throughout the school and that resources are being used to support the learning taking place. |
| * Make sure new members of staff and staff who have moved age group have the appropriate year groups scheme of work.
* Lesson observations to be carried out to gain an understanding of how R.E. is being delivered.
* To make sure all year groups are going to the church. To make sure a KS1 class visits the church to have a deeper understanding of its features.
* To make sure a KS2 class has a visit to the Mosque to have a deeper understanding of its features.
* Due to bus cost make sure a virtual Gurdwara is bought into school for a KS2 class.
* Iman to deliver a virtual Assembly once a term.
* To arrange a Humanist Speaker delivers an Assembly.
 | KB  | N/A | * The quality of teaching of R.E across the school will be graded good or above.
* All children receive quality teaching.
* Children will have a deeper understanding of 3 Holy buildings before they get to year 6
* Children will have an insight into what it means to be a Humanist.
 | Throughout the year |
| **Key Objective 4:** To continue to ensure subject leaders and any staff who would like or have been identified as needing support to attend Cheshire CPD sessions. Relevant information and up –to – date information to be fed back to staff.  |
| * Staff to be aware of the Ecwip education
* Resources to be kept upstairs
* Staff to be aware of any new relevant information supplied through the RE hub.
 |  KB | Ecwip website | * Subject leader’s knowledge and understanding will grow.
* Staff will know where to go for relevant and new information
 | On going  |
| **Key Objective 5**: To ensure the Children’s work is recorded in a class book or class folder/ Assessments to be put on insight. |
| * Triangulation to take place to ensure assessments are appropriate and fair. Children’s work will be looked at and discussions with staff.
* Ask staff for feedback on how they find Ecwip Education website.
 | Class Teachers,  |  termly | * Staff will feel more confident in making judgements of children’s learning.
* The judgements of children’s learning will become more accurate.
* Teaching and learning will become more focused around the New Scheme of work
 | Every half term |